

The stimulating and obstructing factors for the application of student-centered education in Azerbaijani schools

Author **Anar Khalafov**

PhD student at the Azerbaijan State Pedagogical University.

E-mail: anar.khalafov@gmail.com

Abstract The involvement of children with the need for particular training, to inclusive education in comprehensive schools is one of the priority tasks of the state. Many reforms in the education system have to be done to organize inclusive education in schools. Our research emphasizes the importance of using the student-centered method in comprehensive schools for the development of inclusive education in the country. The article cites various scientific works that provides student-centered knowledge giving the school opportunities to meet the different needs of students and take into account the individuality of each student. This study investigates the status of development of student-centered learning by implementing the personal method of teachers in Azerbaijani schools. As a result of the survey and focus group discussions with the teachers, it is revealed that although the teachers comprehend that the student-centered lessons have a positive influence on students' development, but, however, due to many factors (internal and external factors), they perform teacher-centered methods. The reason for the lessons being taught in a teacher-centered way in schools is not just the teacher's incapacity. The factors that prevent the student-centered teaching method are considered in the article as a "school culture" and it is presented the classification of the factors that shape this culture.

Keywords School culture, classification, comprehensive schools, teachers' method, internal and external factors, teacher-centered methodology.

DOI: <http://dx.doi.org/10.29228/edu.30>

To cite this article: Khalafov A. (2019) *The stimulating and obstructing factors for the application of student-centered education in Azerbaijani schools*. Azerbaijan Journal of Educational Studies. Vol. 688, Issue III, pp. 53–62.

Article history: Received — 10.09.2019; Accepted — 15.10.2019